DOCUMENT RESUME

ED 049 760 JC 710 138

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TITLE A Profile of California Community College Faculty.
PUB DATE [71]
NOTE 16p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Faculty, Individual Characteristics, *Junior Colleges, *School Surveys, *School Systems, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics
IDENTIFIERS *California

ABSTRACT

To begin this profile of California community college faculty, the following characteristics of the colleges themselves are described: setting, size, organization, governance, and location. The following faculty characteristics are discussed: number, sex, personal factors, marital status, educational level, experience, parents, educational specialization, geography, class size and teaching load, salaries, retention of faculty, and choosing new faculty. The author offers a projection of new faculty for the future. (CA)

ED049760

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A PROFILE OF CALIFORNIA COMMUNITY COLLEGE FACULTY

THE SETTING

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California community colleges hold a unique and exciting position in higher education. Their flexibility in meeting the needs of their local community, their relatively large numbers and their "open door" policy brings a wide variety of educational and cultural programs within reach of every adult in California.

As a part of higher education the ninety-two public and ten private community colleges form the base of a three-tiered pyramid. A master plan which was promulgated in 1960 makes provision for these junior, now officially by law called community, colleges. There are more of these colleges in this one state than in any other state in the United States. The ninety-two public community colleges are tuition-free for legal residents of California and are within easy commuting distance (90 miles) of some center of population within the state. They enroll more than 730,000 students, full and part-time, and have over 11,000 full-time faculty.

One important function of the California community colleges is to provide students for transfer to the other two layers of higher education under the state's master plan. The nineteen state colleges are also spread over the state on a population basis and they provide educational programs through the masters degree. They are geared to accept the top 35% of high school graduates academically as well as the community college transferees who can meet the academic requirement of a 2.0 (C) grade point average. They serve over 250,000 students and grant the bachelors and masters degrees. Cooperative doctoral programs have been established at some state college campuses with the University of California.

The third layer of higher education is formed by the University of California with its nine campuses. The master plan includes provision for the University of California to award doctorates, conduct research, and train for the professions and scholarly pursuits. There is also a strong emphasis on the university providing cooperative leadership and assistance to the other two layers of higher education. There are over 93,000 students attending the university which concentrates its nine campuses in or near the Greater San Francisco Bay Area and Southern California.

The local public community colleges in California are many and varied in all respects. They are truly locally created educational institutions designed and operated for nothing less inspiring than raising the whole cultural level of a local community. There are, in addition, ten small private "community type" colleges engaged primarily in specialized education and services, such as Humphreys College (business education) and Cogswell Polytechnical College (engineering).

Governance for the California community colleges stems directly from a locally elected board of trustees. They approve all staff and faculty appointments and set the policy for the operation of the college, usually at the recommendation of the college president. In a multicampus district individual college staff and faculty work through a district staff headed by a Superintendent or Chancellor who represents them to the district board. At the local college level, local autonomy and control is prized.

A new statewide Board of Governors was established on July 1, 1968. They are appointed by the Governor of the State and they in turn appoint a Chancellor.

Their present method of operation is not to exercise direct governance over the local districts and colleges but to provide a collective voice at the state level. Thus, they assist the local community college districts in their cooperative efforts through conferences, field visits and planning. An example of this is in the formulation of a new teaching credential that would compromise the differences between the needs of the large colleges vs. the small ones.

To round out the picture of governance at the other levels of higher education in California, the state colleges are under one statewide Board of Trustees and Chancellor, all appointed positions. Likewise, the University of California has an appointed Board of Regents who in turn appoints a president. In both of these governing bodies there is direct control over staff, faculty and students, although each college exercises considerable local control except over financial matters.

One other aspect of this emphasis on local control and flexibility in the setting of the local community college is exemplified in the financing of colleges predominantly from local property taxes. This gives the local citizen a decisive voice in shaping the college, including the faculty. The California state legislature yearly sets the amount of state financial support under a foundation plan which has covered about 31 per cent of all funding for operations of the community colleges. The frantic search for funds in the face of rising costs has made it difficult for all levels of education and has caused a cut in the normally expected annual expansion of 10% in plant faculities and new or expanded programs.(1)

A study of California community college catalogues enables one to generally group all public and private community colleges into three types based primarily on their geographical location:

1. Urban - Industrial
2. Suburban - Residential
3. Rural

There is, however, no clear cut definition that places every college in a class with others. Each college is uniquely different as it attempts to respond to the type of community in which it operates. More colleges reflect the suburban-residential settings, a situation which points to the dominant living habits of California residents.

The community colleges also vary in size. Some of the rural ones have less than 1,000 students and fewer than 50 full and part-time faculty. New colleges frequently start with a hundred students and gradually build students and faculty to the "state-wide" average of 3,000 to 5,000 students with a faculty of 75 to 100. There are a few very large individual campuses with as many as 20,000 students and a faculty of over 500, such as Long Beach City College, City College of San Francisco and Pasadena City College.(2)

The ninety-six public community colleges of California are increasingly being grouped into multi-campus districts with as many as eight in one district, such as in the Los Angeles City Community College District. There is, however, no corresponding trend to uniformity between the colleges, even within the same district. Indeed, considerable pride is taken in the diverse nature of each and every college, especially in matters of curriculum. The search for a perfectly balanced comprehensive community college goes on endlessly and is not likely to ever be stabilized as long as the ideal of meeting the changing needs of society continues. The meeting of these needs entails a dedication to the "open door" policy of student admission standards. Any high school graduate or any person

who is eighteen years and demonstrates that he could profit by the instructional program may be allowed admission at his local community college. He is not dependent upon academic records and high school graduation, as are students at state colleges and the University of California.

All the public community colleges are comprehensive in that they are all engaged in some combination of teaching programs and activities that will cover the following areas:

1. College Transfer
2. Vocational - Technological
3. Adult Education
4. General Education
5. Remedial or Developmental Education
6. Community Services

Basically, the programs are aimed at providing marketable skills for a terminal student or academic preparation for a transfer student.

The individual colleges develop their programs with varying degree of emphasis and diversity especially in the vocational-technological areas. For example, Lassen College has the only two-year course of study in Gun Smithing. There is always a heavy emphasis on communication skill courses at all colleges. The "revolving-door" policy to get the students in and flunk them out as rapidly as possible has no place in the educational philosophy of California community colleges today.

Students attend these colleges and take courses at a widely varying level of preparation or skill. They also attend at widely differing times and places. Some are full-time students at the central campus. Others are part-time students in the extended day programs and their classes may be on or off the central campus. The ages of the students also vary greatly, although the majority are of post-high school age. Students' affiliations with a college or a series of community colleges may be of short or of a "lifetime" duration on a part or full-time basis of as little as one class a week. Some students finish a crash academic transfer Associate of Arts (AA) degree in one and a half years with 60 semester units. However, two years is reasonable and many even take five or six semesters to graduate if they are carrying partial loads due to part-time work.

Students come from all the diverse segments of the surrounding community. Parents of very academically oriented students frequently prefer the local community college. Their student lives at home and achieves a greater degree of social development in a transition period prior to transfer to a more impersonal and sophisticated college or university setting. The cost of higher education is also a major factor in having students live at home while attending a nearby community college.

THE FACULTY

Number

This kind of diversity at the California community college level in programs, differences in geographical locations, social setting, and degree of financial support, calls for faculties which are likewise diverse in their characteristics. Only thus, can they begin to approach the ideal of the educational philosophy

of "meeting the needs" in the community in which the college is located. These are teaching institutions, not pale copies of small four-year colleges. Research and publications of the faculty play a role only as they pertain to improving the instruction and faculties at that specific college. Innovative instructional techniques are encouraged at most colleges and the flexibility allowed is a refreshing breath of air from the situation found in many of the older and more traditional levels of higher education.

The American Association of Junior Colleges counted 18,611 full-time and part-time teachers in the 85 California public community colleges for the academic year 1968-69. They also reported 127 full-time and part-time instructors in the 5 private colleges for the same year.(3) Of this total, 1,310 were new faculty in the public community colleges, teaching at least 50 percent of a full teaching load averaging fifteen class contact hours per week.(4)

Interviews with Deans of the Extended Day programs (old evening colleges) by the author over the period 1966-70 indicate that about half of the instructors they need for teaching the part-time student comes from the regular staff who overteach for additional hourly pay. The same courses are taught in these classes as in the regular day classes where students attend full time. They are comparable in full content and quality. The Deans further stated that nearby high school teachers who wanted to get a foot in the local community college door constituted about one-fourth of the extended day instructors. The last one-fourth seemed to be drawn from local resources of the community. These were people such as doctors, lawyers, business men, skilled laborers, and recent college graduates seeking entry into the teaching fields. It might also include instructors from nearby four-year colleges and universities.

Sex and Personal Factors

It has been difficult to gather complete data from all of the colleges on any unwritten criteria which exists in the selection of faculty. The Fair Employment Practices Commission (FEPC) in California has ruled against the use of a candidate's male or female classification as a criteria. A sampling by the author was therefore made of the characteristics of faculties at 19 colleges. These were selected on the basis of their representing all three types of colleges described earlier, and in numbers corresponding to the total represented of that type. The data was drawn principally from recent pre-accreditation self-studies made by the individual colleges. A common complaint made by administrators, and particularly counselors in the community colleges, has been that there were not enough women on the faculty to insure a woman student an opportunity to "talk things over" with another woman. In the smaller rural college there seemed to be some validity for this complaint. One dean reported that there were only 14 percent of the faculty who were women, and they "added women to the faculty as they needed them."

However, data from sixteen out of the nineteen colleges was averaged and it appeared that 70.6 percent of the instructors were men, and 29.4 percent were women. In the more urban colleges, the balance between men and women instructors was better. For example, in the Los Angeles City Junior College District, seven colleges reported a distribution of 56.3 percent men and 43.7 percent women for their new instructors.

In 1969, Scott, a faculty member at Bakersfield College, conducted a study and stated in his summary that he had questioned the faculty and administrators of Kern County Junior College District, a multicampus district in the central valley

TABLE I

Experience Level of New Faculty in the 91 Public Community Colleges of California, 1969-1970 Academic Year. (1781 counted)

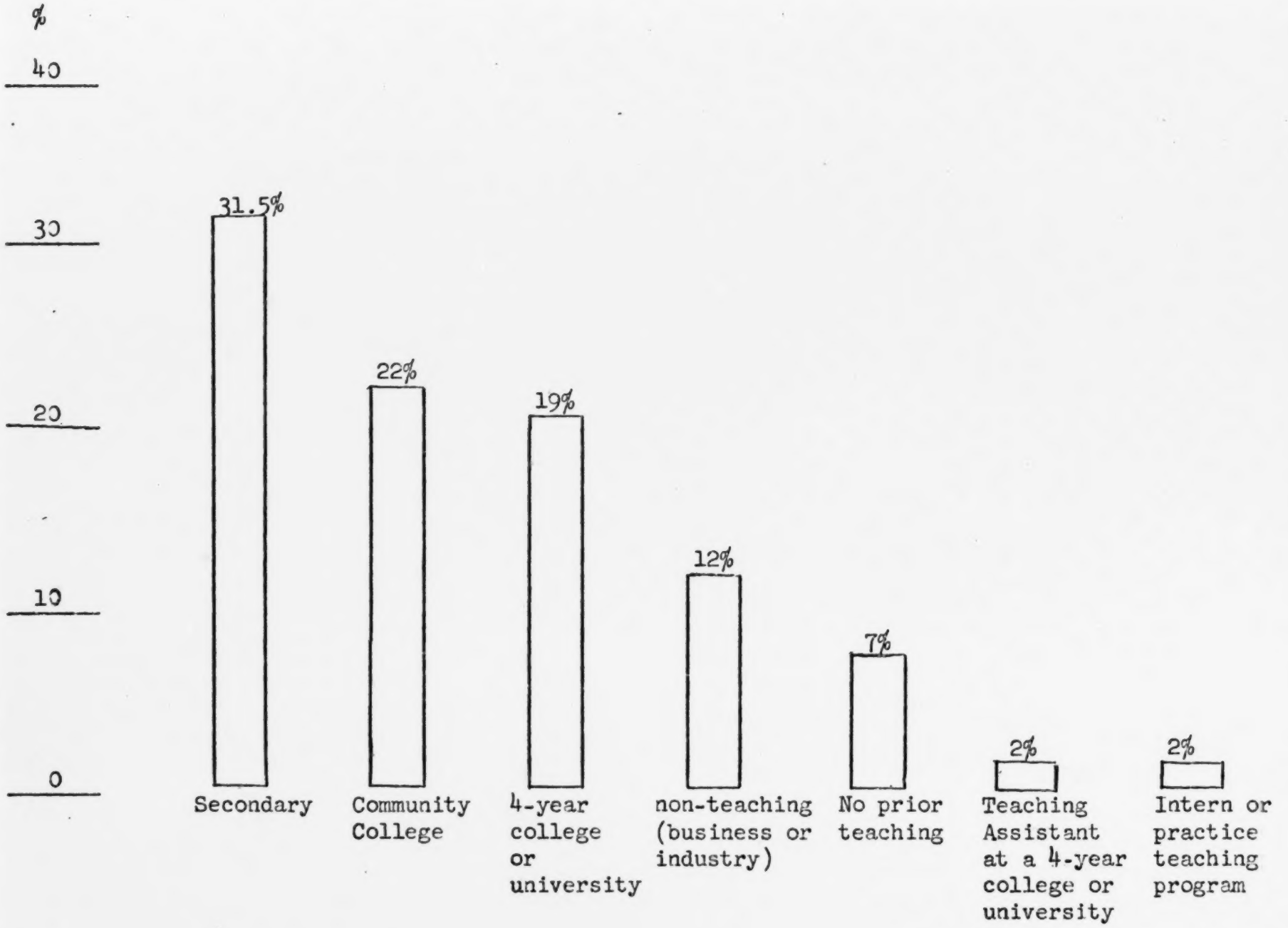
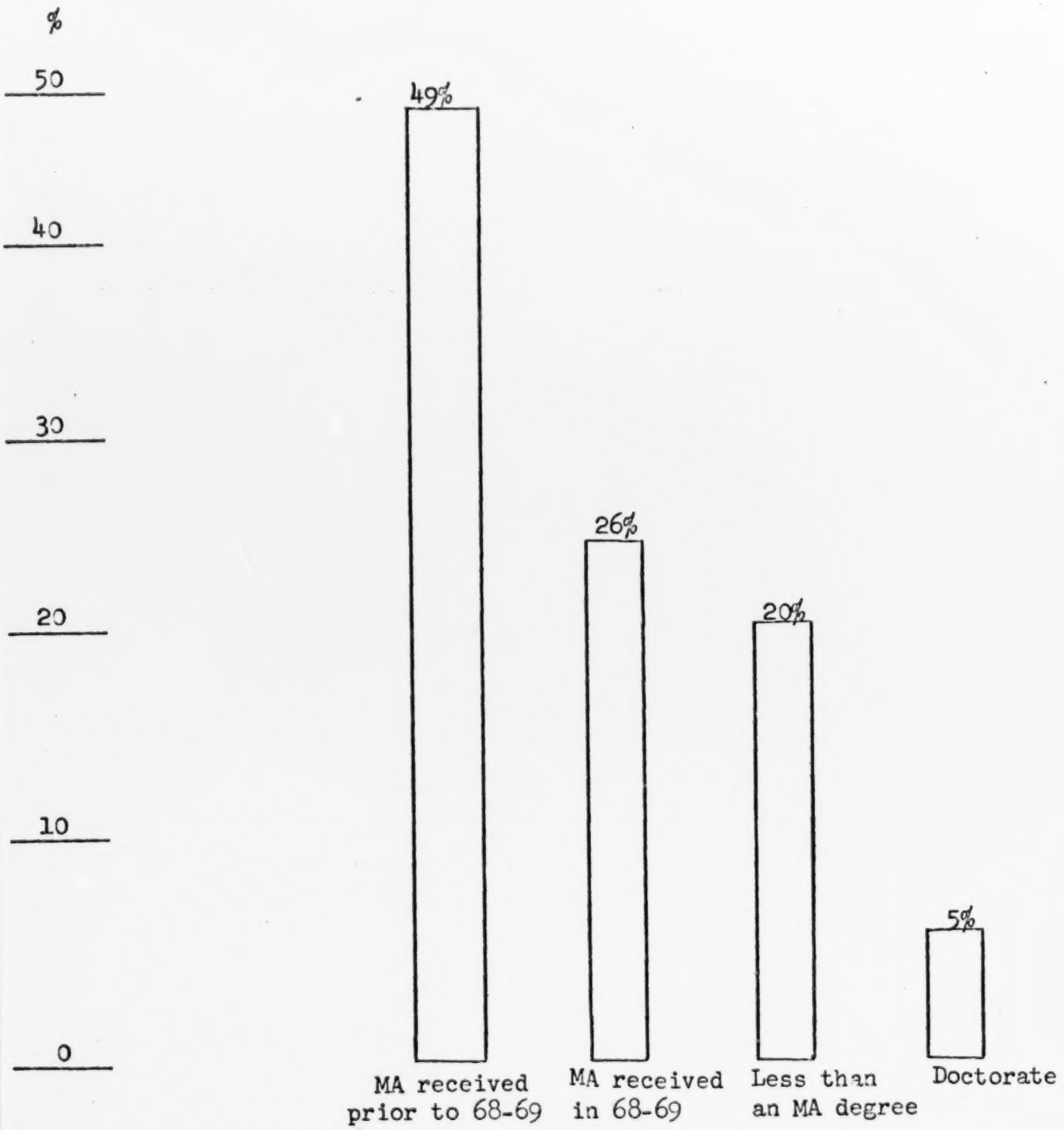


TABLE II

Highest Degree Held by New Faculty Hired in the 91 Public Community Colleges of California 1969-1970 Academic Year (1781 counted)



of California, as to whether college administrators should attempt to balance staff in terms of marital status, religion, age, politics, etc. Also, he asked. . . "if they had achieved the balance they were seeking. The faculty (at least a vocal few) showed resentment toward any question that personal characteristics played any part in the selection process. They seemed to believe that they were hired for academic genius and teaching brilliance alone. The majority of the faculties seemed to show a preference for youthful instructors, and indicated that a balance of personal factors would take care of itself. The average age of these faculties was 30-39 years. . ." In the same study, administrators including department heads, indicated that the question of personal factors, or a balance of these factors, must play a secondary role. However, they were of the opinion that the smaller the college, the more necessary it was to balance a staff in regard to personal characteristics. They reported that the candidates aged 25-55 years were the most qualified with ages 26-30 with 1-5 years experience, creating the heaviest weight.

Scott further reported that the Kern County Junior College District had 72 percent male and 28 percent female instructors. Unmarried older males were more carefully screened. There was a tendency to favor instructors with families. Political extremists were ruled out, and evidence of religious activity was accepted as an indication of interest in the community. Many candidates for teaching positions which they interviewed demonstrated that they had no idea of the purposes of a community college. Administrators reported that they looked on a person with a Ph.D. with some suspicion (perhaps as being too research oriented). All administrators acknowledged that a deliberated conscious effort was being made to bring a better racial balance to the staff, i.e., more Blacks or Browns, but stated that all candidates must be well qualified. Indications were that well qualified minority instrutors were hard to recruit, especially in non-metropolitan areas like Kern County.(6) It should be kept in mind that Kern County is a unique area and therefore attitudes are unique. That is not to say that there are not many other unique community college districts, unique in different ways.

Marital Status

In 1969 Brawer of UCLA made a study of the faculty of three Southern California community colleges. The three colleges in the Brawer study showed the marital status of their faculty. In college "A", which was urban and industrial, 49 were married and 23 single, widowed, or divorced. In college "B", which was suburban and residential, 82 were married and 40 single, widowed, or divorced. In rural college "C" 26 were married and 7 single, widowed, or divorced.(7)

Choice of New Faculty

Although exceptions are to be found on every hand, in dealing with large numbers of new faculty hired from candidates served by the Office of Educational Career Services, University of California, Berkeley, over a three-year period 1967-70, the profile that emerges has definite characteristics. Of 802 community college candidates served during the placement year 1969-70, 157 found positions in a community college.(8) A study of the personnel files of the 157 reveals this pattern:

1. Male
2. Age 27-40
3. 4-7 years of experience in or out of education
4. Married
5. Has children
6. Roots in the community (owns his own home?)

Data on the total faculty of all of the 92 public community colleges is not as accurate as that for new faculty members over the past three years. Based on the supplied information from 19 representative colleges, referred to before, plus correspondence with Vice Chancellors, Deans of Instruction and Personnel Directors, some generalities can be made. The total (old and new) faculty has a larger proportion of women, is older, has more experience and closely follows the other 4-6 items, as listed above. The faculty will differ also in their characteristics with the age of the college.

Educational Level

A sampling study by the author in 1968 of the new faculty at the community college level indicated that 28 percent had one or more degrees from one of the campuses of the University of California, while 82 percent had one or more degrees from a California state college.

All instructors, in California public community colleges are required to have a credential issued at the state level. The basic requirement is for a masters degree or its equivalent. There is considerable flexibility in evaluation and equating practical experience in business and industry in achieving this level, especially in the vocational-technological programs. A new, even more flexible credential, is being prepared for implementation by the new Board of Governors of the California community colleges, in fact, some credentials are being issued after July 1, 1970. For the present, however, the Bureau of Teacher Education and Certification in the State Department of Education has contracted to continue to issue credentials for the Board of Governors. Some features of the new credential will be that it will have no relation to, and no authorization for service in the secondary schools. The former distinction between academic and non-academic has been removed from the law. It appears quite clear that the Board of Governors intends to establish minimum standards, and to allocate to the local community college authority for up-grading of standards as locally needed.(9)

Experience

Colleges prefer and select experienced teachers for their staff vacancies. Because of the great oversupply of well qualified instructors in California, community colleges have no difficulty in securing experienced teachers for the common academic subject fields of English, Art, Social Sciences, and Foreign Languages. Of the 1781 new faculty members selected by the 92 public community colleges in California (1969-70), the author found the highest level of experience as follows:

31.5 percent had secondary school experience
22.0 percent had community college experience
19.0 percent had 4-year college or university teaching experience
12.0 percent had experience outside of education such as in business or industry
7.0 percent had "no prior experience" of any type

A continuing trend is apparent in the level of teaching experience which characterizes new faculties of California community colleges. There has been a three-year drop in the percentage of new faculty recruited from secondary teacher ranks. This drop has been from 37 percent to 34 percent to 31.5 percent (1967-69). Recruitment from experience elemtnary school teachers remained at 2 percent for the third year, an increase of 1 percent over 1967-68.

New faculty members whose highest level of teaching experience was the four-year university or college remained at 19 percent, an increase of 3 percent over the first year of the study. Total in this category was 344. Not too surprising was the increase from the 19 percent of the first two years of the study to 22 percent of new faculty members who were experienced community college instructors. With an increase to 92 public community colleges in California, and over 1,000 total public and private community colleges in the United States, there are ample opportunities for lateral transfer from one college to another.

New faculty members with a doctorate rose from 4.7 percent to 5 percent in the third year of the author's study. There was a drop from 56 percent to 49 percent of the new faculty members who had obtained a Master's degree at least one year prior to being hired at the college. There was a slight increase from 22 percent to 26 percent in those with a new Master's degree.(10) Six colleges sampled by the author in June 1970 reported that 74 percent of their total faculty have a higher degree. In general, the larger and more urban the college, the larger the number of faculty with a doctorate. Personnel directors and Deans of Instruction report that they do not deliberately recruit a doctoral candidate, but will accept one if he is not too research-oriented.(11) There appears to be a greater respect for the doctoral degree among the faculty themselves and a need has been expressed to push institutions such as the University of California to award a doctoral degree in undergraduate teaching.(12)

Parents

The Brawer survey of three Los Angeles area colleges, again contains data on the education, as well as the occupation of the faculties' parents. In general, all three groups of faculties had a majority of parents who had completed high school. The rural college had the least number, and also the least number of parents who had completed some college. Parents of faculty members were by occupation in the skilled and semi-skilled categories. The exception was again in the rural college where the largest number of parents was employed in small business enterprises.(13)

Educational Specialization

An attempt was made to determine what were the most common subject fields in which the individual faculty member was trained. Using the nine representative colleges again, the largest number of faculty had degrees, as expected, in the following decreasing number:

English
Business Administration
Sciences
Social Sciences
Vocational-Technical

Recorded years of experience in the field of education were difficult to average, as the method of recording was not consistent at the nine cooperating colleges. Newer colleges tended to have faculty with less years experience in teaching than in older colleges where the average was about 11 years. Recorded years of experience in other areas such as business and industry were taken from a survey of four out of the nine colleges sampled showed an average of 9.7 years. There is some subsequent reaction from interviewed faculty that if a total survey of all faculty at colleges was taken, that the more academically oriented colleges would show a lower average level of outside education experience.

Geography

The Brawer study took a look at where faculty members had lived the longest. At colleges "A" and "B", California was found to be the place where the faculty had lived the longest by three to one. In rural college "C", 17 faculty members listed California, 12 the Middle West, and 1 the East.

Class Size and Teaching Load

Class size and teaching load are items of sharp interest to both prospective instructor and the teacher of long standing. Fourteen colleges out of the nineteen submitted data to the author on their average class size which ranged from a low of 14.9 to a high of 35.3. Thirty-two per class seems to be about average.

Teaching loads-per-instructor data were obtained from nine colleges. The low was 15 and the high 22.7 class contact hours per week.(14) Teaching an additional class in the extended-day programs tends to push these averages up. As long as an instructor is paid extra for this additional teaching load he does not seem to mind. In addition to the teaching load, instructors are asked to keep regular office hours for consulting with their students and for general advisory work. Office hours kept vary greatly between departments, divisions, and colleges. It would appear that a large percentage of the faculty members spend between 10 and 15 hours in their offices per week. Faculty members serve on committees within their departments or division as well as contributing their fair share of advising the student activities. Lastly, many colleges provide clerical assistance and readers for faculty, especially in the English and Social Science subject areas.

Salaries

In the 1968-69 academic year the California Teachers Association reported that there were 10,045 teachers in the 85 public California community colleges. They found that the average salary paid was $12,239. The median salary was $12,567 as against $9,390 for high school teachers and $8,630 for elementary teachers.(15) In 1969-70 the Los Angeles City Junior College District reports that the average salaries paid instructors in its seven colleges was $12,641.(16) Salary scales published for the academic year 1970-71 generally reflect an attempt to cover the cost of living increase with about $200-500 for the ten month academic year. Kern County Junior College District shows a $200 increase at the lowest level for an instructor making $8,181 with a BA degree and no teaching experience. This scale goes up to $17,534 for a doctorate and 14 years experience.(17) Instructors in the academic fields usually enter the salary scale at about $1,000 below the average paid to the faculty member already teaching. Extended day instructors are compensated for this additional hour depending on the academic preparation and experience of the instructor. Overall salary schedules for faculty in California are competitive with all other segments of higher education in California, at the Assistant Professor level, and are the highest in the United States.(18)

Retention of Faculty

Interviews by the author of Deans of Instruction indicate that the turn-over of faculty, for whatever cause, seems to average 2½% annually in most of the colleges. This is considerably below the average rate at elementary and secondary public schools. The rate is a little higher in large urban colleges. Sabbatical leaves, sick leave, and maternity leave and related causes create some fall or spring teaching vacancies which are usually filled on a long term substitute basis. The Los Angeles City Junior College District reported that in their 7 colleges (1969-70)

tenured teachers constituted 77.3 percent of the total faculty and 22.3 percent were probationary instructors. Since California community college instructors, like elementary and secondary teachers, operate under an almost "instant tenure" system, in which appeal board procedure protects the average good instructor until he achieves "official tenure" after three years of teaching. Forbes in 1963 indicated that 85 percent of the 513 new faculty surveyed in all but two of the junior colleges of California expected to continue junior college teaching the next year. He reported that personal satisfaction found in junior college teaching by 63 percent of the teachers was about as anticipated. For 29 percent of the faculty, their expectations had been exceeded. 8 percent of the faculties found satisfactions to be less than anticipated.(19)

Choosing New Faculty

More and more faculty members themselves are becoming involved in the decision-making process by which new faculty members are chosen. In fact, faculties and students are beginning to participate in the selection process of administrators as well as faculty selection in many districts. Gone is the day of 20 years ago when a Dean of Instruction would call in a department chairman and introduce him to a new faculty member. Screening committees now review the records and interview hundreds of candidates who compete for each vacancy. The usual pattern of selecting a new faculty member is for the Dean of Instruction to interview candidates, following the report of the faculty screening committee.

The Los Angeles Community College District in the spring of 1970 studied the recruitment and selection practices and procedures in California community college districts. Of the nine districts represented, six were multiple campus districts, six had central personnel administration, two were decentralized, and one was in the process of hiring a central college district personnel administrator. Four of the nine districts surveyed recruited nationally for their certificated personnel, the other five did not. Four had on-campus recruitment at training institutions while five institutions waited for applications to be submitted by potential faculty. Of the districts surveyed, four involved deans of instruction in the recruitment practice, and three involved faculty participation in their recruitment process. Of the nine districts surveyed, eight did not give performance tests, and eight did not give written examinations. The Los Angeles Community College District was the only district surveyed which gave both written and performance tests for selection purposes. All involved faculty participation in teacher selection; all involved division, or department head, participation in faculty selection; and all involved the college presidents in instructor selection. Of the districts surveyed, six of the nine involved the district superintendent actively in the instructor selection process. Also, of the six involved, two of the superintendents were also college president.(20)

Finalists are interviewed by the college president which is generally in mid April. Even this is not the end of the selection process because only the Board of Trustees are authorized to offer and accept a contract. This is usually a routine procedure. Of course, last minute vacancies that develop close to opening of classes or during the academic year, are handled in a greatly accelerated manner. Part-time instructors at the college frequently fill late or sudden emergency openings. In the 19 California public community colleges for the academic year 1969-70, the author found that the largest number of new faculty selected were hired to fill full-time vacancies in subject fields; in the numbers indicated:

1. English 238
2. Nursing 101
3. History 100
4. Physical Education 128
5. Vocational Technology 170

Except for history, this survey follows the general pattern results reported earlier by Forbes.

An Overview

There is nothing unique or different about individual faculty members in the California community college. They are generally a cross-section of the community that surrounds them, and are subject to the same pressures as all other members of the community. The younger faculty members try to be innovative and when they get older they tend to resist change in the college setting and life.

They feel threatened when any part of the comprehensive program seems to become more dominant. The old antagonisms between academic and vocational-technological faculty flares and wanes, and there is mutual blame on both sides. Some faculty members in academic subject fields still give support to the theory that they are "low man" on the higher education totem pole. Ego maintenance becomes a real problem to those who would like to turn the California community colleges into small four-year colleges, instead of being dedicated to the unique role of being a distinct segment of higher education. We still have some faculty members who are more dedicated to the "revolving door policy" for students rather than to the "open door policy." They would like to see more academic programs introduced. Again, this appears to be more "ego maintenance" than sound educational policy in a comprehensive community college.(21) Akin to this basic struggle for recognition and prestige is the off-and-on again pressure for some form of merit pay and designation of "master teachers" which is another form of the academic ranks argument according to Tillery.(22) The bulk of the faculties, however, appears to be dedicated to the educational philosophy of the "open door" policy.

One veteran Vice Chancellor in a California community college district summed it up as follows:

> "I see more two-year colleges unless we are financially bankrupt. I think the colleges will be more oriented toward lower division transfer work. I think we will have to battle to keep up the vocational-technical program or build vocational-technical institutions or Junior Colleges simply for this purpose, like Los Angeles Trade and Technical College. I sincerely hope they will be institutions where teaching is the sole purpose, where faculty will be interested in kids and not research grants and publications, where the curriculum will really be relevant to career and intellectual interests of students, where a young person can go for two years of training-education that will help him make a living and put him on the road to making a life."(23)

Other Dean of Instruction and Personnel Directors in large multi-campus districts have expressed similar fears, hopes and frustrations in trying to get a diverse faculty to work together.

The past 25 years have seen at first a flood of new campuses and then a gradual expansion at the growth rate of about 10 percent per year. Even without the deliberate actions of the Coordinating Council of Higher Education at the state

level in postponing or vetoing expansion plans for future campuses this year of 1970, an existing campus is now available within commuting distance of almost any part of California. Shortage of funds as well as a new hard look at the Master Plan for higher education in California is forcing a cut-back and change in the plans of many colleges in all of their diverse programs. These pressures are having their effect on the prospective faculty members as well as those already on campus. Needed faculty vacancies are not being filled in the usual numbers. Teaching loads are being increased in some financially short districts to cover the classes without adding staff. New programs such as those of an interdisciplinary nature are being curtailed, or at least not expanded, in a number of districts. Dollars and cents considerations, as well as reaction to the activities of some radical faculty and students at the state college and university level in California, by reflection, have pressurized citizens through their elected boards of trustees to be critical of the selection of faculty at the community college level. However, we can be reasonably optimistic that a turn in the tide of our economic fortunes should see a reaction and easing of the financial problems at all levels of education. Confidence in the real worth of community colleges, in the long run, should bring forth support at the local level to "meet the needs of the community," in California community colleges.

The New Faculty of the Future (a projection by the author)

1. There will be less raiding of the secondary schools for their best experienced teachers and more use of seasoned 4-year college and university faculty members and those who already have seen service at another community college.

2. People with experience in education, industry, or business, will be selected as well as the person right out of graduate school.

3. Credential requirements will be less restrictive in California. An MA degree or equivalent will become the only requirements. There will be an increased acceptance of people with interdisciplinary degrees and a blurring of the line of definition of what is an "academic" degree and what is "non-academic".

4. The pre-service training of instructors will continue on a minimum basis and be engaged in by only a few prospective instructors. Exceptions will be at colleges who are involved in a high degree of innovative programs and new techniques of teaching.

5. In-service training will increase but will not be generally popular with the faculty. This is an acceptance of the conclusions of Evans.(9)

6. Academic ranks will be used only where there is strong faculty pressure for a prestige symbol. Pressure also is being felt from college administrators and local boards of trustees.

7. Faculty members individually and in groups such as Academic Senates and Faculty Association will grow in power during the next ten years and they will have an increased voice in the policy and decision-making process. However, extremism will continue to meet with greatly increased opposition from the faculty, administration, and the community alike.

8. Faculties will grow in their diverse characteristics and there will be greater tolerance for this diversity among administrators, boards of trustees and the community at large.

9. Some form of merit pay based on teacher evaluation will gradually emerge but there will be opposition at all levels of education.

10. There appears to be an increasing trend towards innovative teaching among the faculty of California community colleges. Such techniques as traditional grading and the use of the conventional course content seem to be under fire and seem to be changing in favor of more flexible methods of coping with the diverse student needs for relevance in the California community colleges' curriculum. Faculties will tend to be younger and more willing to cope with these innovative trends.

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FOOTNOTES:

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